

the applause of preceptors and friends, too often find failing health and despondent spirits, the precursors of permanent bodily infirmity, induced by overstrict application, too many hours of study, absence of simple and nourishing food, and neglect of wholesome exercise. Undeterred by premonitions of nature, toward the close of their course, in order to reach a coveted prize—as valueless to them in after-life as it is intrinsically worthless—they tax their energies beyond their powers of endurance. Then, as the runner in the race or the oarsman at his oar physically breaks down at the moment of trial, so the overworked brain succumbs when it is subject to the final strain. The student, whose hollow eyes, pale face, and wasted form denotes nights of unvaried toil, finds his powers inadequate to do him justice, and his memory fleeting at the hour when he desires their firmest aid; and he endures the bitter experience of seeing others, intellectually beneath him, but physically his superiors, withstand a trial before which he falls.

Study is to the mind as exercise is to the body; both alike act as developing powers, but neither body nor mind can be carried to a relative excess of cultivation except at the expense of the other. "*Mens sana in corpore sano*" does not refer either to pundits or prizefighters. It means a mind well balanced, well organized, and varied in ability, coupled with a body healthy, vigorous and strong—the one capable of grappling with the highest thoughts and ideas, the other with the deepest ills and obstacles incident to every walk in life. —*Scientific American*.

Technical Education and Apprenticeship in France.

A correspondent of the *Pall Mall Gazette*, says *The Educational Times*, gives an interesting account of the present state of technical education and apprenticeship in France. Since the first Revolution, which abolished all trade corporations, the position of French apprentices has been very unsatisfactory. The old guilds kept an eye on apprentices; reprov'd, and even punished, the masters who were remiss in instructing them; and kept up among the apprentices themselves a wholesome emulation by means of frequent examinations, badges, and money prizes. There were, in fact, trade degrees, like those in a University; and an apprentice, however rich he might be, could only become a master and set up a shop after having obtained three degrees of proficiency. The first was bestowed after three years of apprenticeship, the second at the end of the fifth year, and the third when the apprenticeship was concluded. Those who declined submitting to these formalities might indeed establish themselves in country districts; but they were not admitted to the guilds of the large cities, and their general situation was precarious and undignified. As a result of this system, French mechanics were renowned all the world over; and if they went abroad, every country was eager to welcome them. The sweeping away of all trade corporations, with their useful guild rules, by the Revolution, in the name of freedom, was a popular measure, in that it multiplied enormously the number of master tradesmen, and brought into the cities thousands of peasants, who under the old state of things, would have been unable to gain a living there; but, as an immediate consequence, the reputation of French handicraft was lowered, and trades of which France had possessed almost a monopoly soon became acclimatized in foreign countries. The deterioration has been going on steadily ever since, and now it is found that in Paris, as well as in most of the great towns of France, the most

skilful mechanics are Germans, Belgians, and Swiss. Apprentice schools, two of which are being founded, one at Havre and the other at La Vilette, in Paris, purpose to cope with this state of things by giving boys a trade education at a cost but little higher than that of the primary education in communal schools. The special aptitudes of boys will be taken into account, and the mechanics set to teach them will be the best that can be procured; the boys will also be admitted very young, so that their training may begin two or three years earlier than the usual apprenticeship. Originally the committee of gentlemen who started this scheme intended to manage the schools privately, by the aid of voluntary contributions; but the Havre and Paris town councils having taken the whole plan under their patronage, and voted funds for the support of the schools, it is probable that the first scheme will be much extended, and that a special school will eventually be set apart for each sort of handicraft. Meantime, the National Assembly will be appealed to, that the apprentice laws of 1850 may be rendered more stringent, and that it may provide inspectors to see that apprentices are better attended to by their masters.

A Great Error in Modern Education.

I am not indeed, supposing that there is any great danger, at least in this day, of over-education; the danger is on the other side, I will tell you, gentlemen, what has been the practical error of the last twenty years,—not to load the memory of the student with a mass of undigested knowledge, but to force upon him so much that he has rejected all. It has been the error of distracting and enfeebling the mind by an unmeaning profusion of subjects; of implying that a smattering in a dozen branches of study is not shallowness, which it really is, but enlargement, which it is not; of considering an acquaintance with the learned names of things and persons, and the possession of clever duodecimos, and attendance on eloquent lectures, and membership with scientific institutions, and the sight of the experiments of a platform, and the specimens of a museum—that all this was not dissipation of mind, but progress. All things now are to be learned at once, not first one thing, then another; not one well, but many badly. Learning is to be without exertion, without attention, without grounding, without advance, without finishing. There is to be nothing individual in it; and this, forsooth, is the wonder of the age. What the steam-engine does with matter, the printing-press is to do with mind; it is to act mechanically, and the population is to be passively, almost unconsciously, enlightened by the mere multiplication and dissemination of volumes. Whether it be the schoolboy, or the school-girl, or the youth at college, or the mechanic in the town, or the politician in the senate,—all have been the victims in one way or other of this most preposterous and pernicious of delusions. Wise men have lifted up their voices in vain, and at length, lest their own institutions should be outshone and should disappear in the folly of the hour, they have been obliged, so far as they could with a good conscience, to humor a spirit which they could not withstand, and make temporizing concessions at which they could not but inwardly smile.—*Dr. Newman*.

School Headaches.

"About this time," so might run the household almanac, "expect children to come from school with